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ABSTRACT

In order to assure that all desiring input into the goals development process at South Oklahoma City Junior College have it, a systematic structure was developed for soliciting, organizing, and prioritizing concerns and for their development into goal statements. Specific goals were solicited from students (through a questionnaire published in the school newspaper), faculty, staff, and college management personnel (through another questionnaire), outside accrediting agencies, and the Board of Regents. The information gathered at successive project stages during June, 1978, is presented in six appendices. Appendices A and B present sample questionnaires. Appendix C lists the 342 goal concerns gathered during the project and grouped by the Office of Planning and Development into four areas dealing with students, instruction, personnel welfare, and management and administration. Appendix D lists these goals as prioritized by a workshop attended by students, faculty, and administrators. Appendix E outlines, and sets guidelines for, the implementation of nine goal statements derived from the prioritized lists during a second workshop attended by management personnel only. Finally, Appendix F lists the four general institutional goals developed for fiscal year 1979 by the President's Planning Council on the basis of the nine goal statements in Appendix E. (JP)

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THE DEVELOPMENT OF GOALS FOR FISCAL YEAR 1979

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South Oklahoma City Junior College

JC 790 607

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During the months of April, May, and June, goals for the total institution and for areas and departments within the college are developed. To insure that all desiring input into the development process have it and so that people can determine what has become of their input, a systematic structure has been developed for soliciting, organizing, and prioritizing concerns and for their development into goal statements.

The process used to obtain the concerns to be dealt with is shown in Table I. The origin of the concerns is as follows:

1. Student input was solicited through a questionnaire published in the February 16, 1978 issue of the "Pioneer." See Appendix A.

2. Concerns from faculty and staff were obtained through their responses to a questionnaire, which can be found in Appendix B.

3. Concerns of management and those in the President's Planning Council were collected on the same questionnaire as listed above, but they were asked to respond to the questionnaire twice, once indicating their own personal concerns and a second time indicating concerns they felt had been expressed by people in their particular area.

4. Outside agency concerns were obtained from accrediting agencies and groups looking to help improve the campus life and the learning environment.

5. Board of Regents concerns were obtained during a retreat attended by Board members in February, 1978.

In the Office of Planning and Development, the concerns were collected and then divided into the following four groups: (1) concerns

dealing with students, (2) concerns dealing with instruction, (3) concerns dealing with personnel welfare, and (4) concerns dealing with management and administration. Table II contains the output process which was completed by the two workshops described below.

The first workshop held was attended by students, faculty, and management who were put into four groups each dealing with one set of concerns, management and administration concerns, personnel welfare concerns, or instructional concerns. Each group was asked to take the list of concerns for their particular area, group them, identify a heading for each grouping, and then prioritize the groupings. The initial list of ungrouped concerns can be found in Appendix C and the grouped prioritized lists can be found in Appendix D.

The second workshop held one week later was attended by management only, and after splitting into two groups, each group combined the four lists from the previous workshop and arrived at a single prioritized list of goal statements. Appendix E contains the nine goal statements developed by the two groups, six being from one group and three being from the other. From this data in Appendix E, the President's Planning Council developed the four institutional goals for fiscal 1979. Appendix F contains the Institutional Goal statements.

A listing of the disposition of each concern will be kept in the Office of Planning and Development for any person to review so that he might determine what has become of his expressed concern.

TABLE I

INPUT TO GENERATE A LIST OF CONCERNS

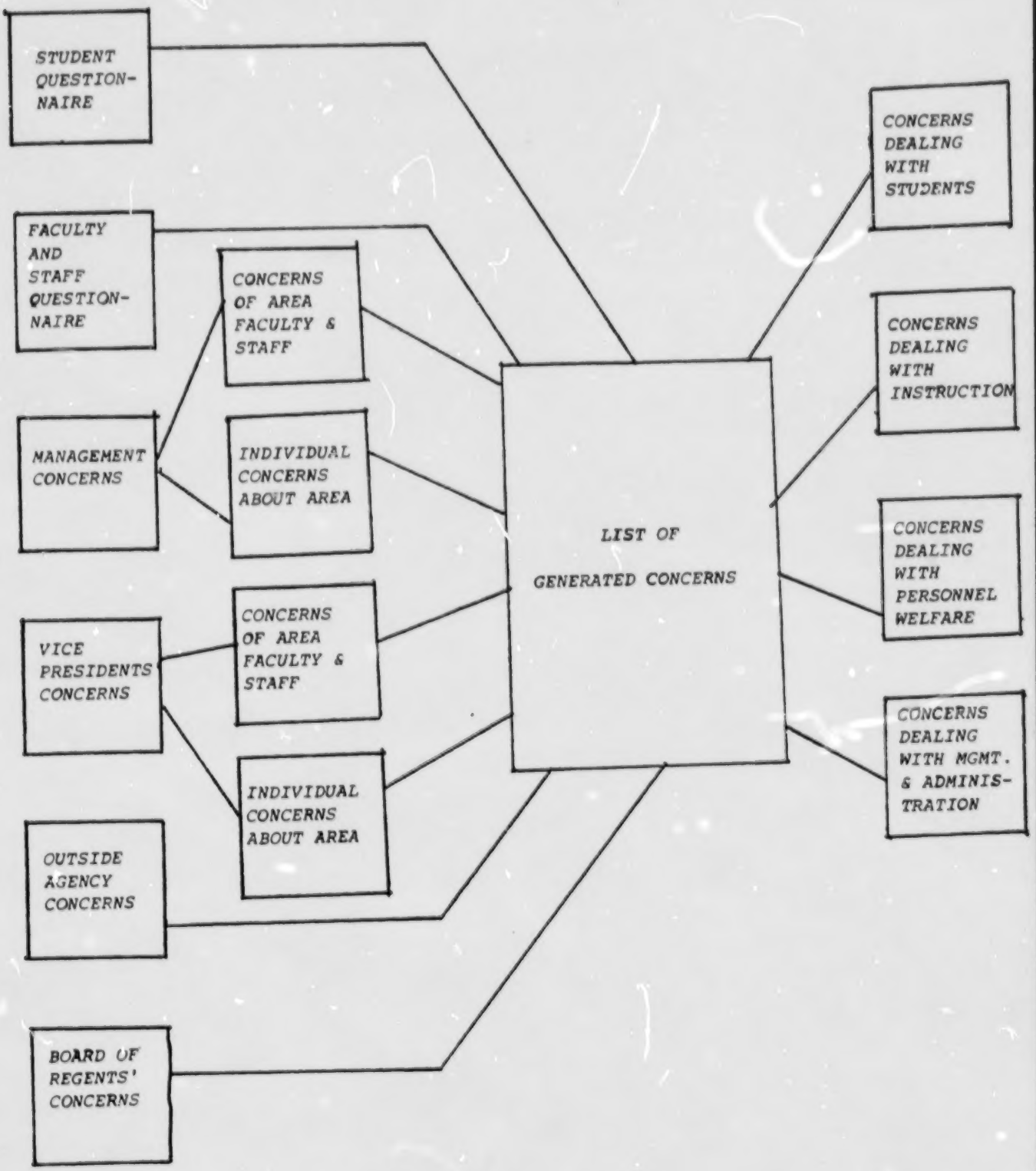
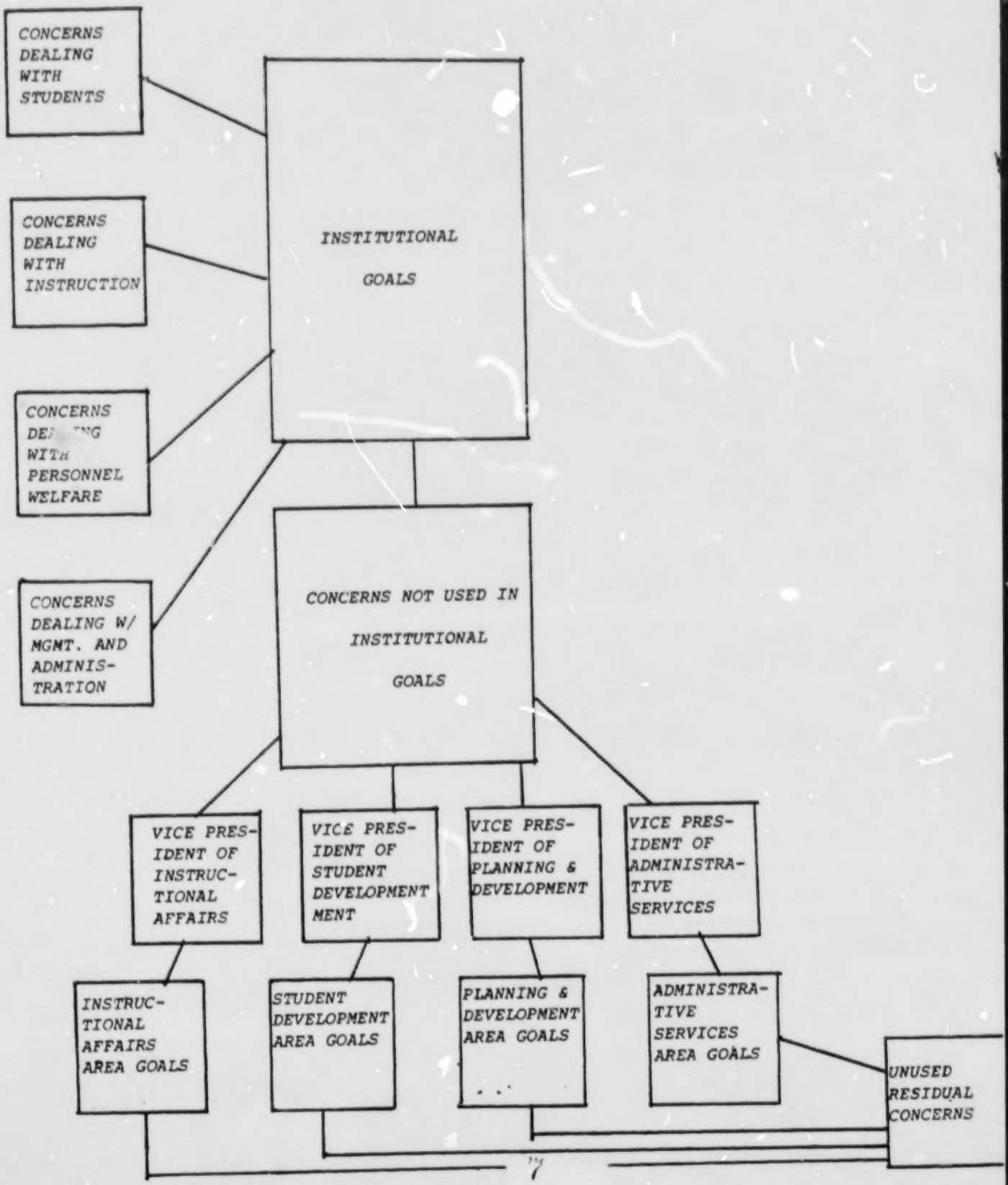

STUDENT QUESTION-NAIRE
FACULTY AND STAFF QUESTION-NAIRE
MANAGEMENT CONCERNS
VICE PRESIDENTS CONCERNS
OUTSIDE AGENCY CONCERNS
BOARD OF REGENTS' CONCERNS
CONCERNS OF AREA FACULTY & STAFF
INDIVIDUAL CONCERNS ABOUT AREA
CONCERNS OF AREA FACULTY & STAFF
INDIVIDUAL CONCERNS ABOUT AREA
LIST OF GENERATED CONCERNS
CONCERNS DEALING WITH STUDENTS
CONCERNS DEALING WITH INSTRUCTION
CONCERNS DEALING WITH PERSONNEL WELFARE
CONCERNS DEALING WITH MGMT. & ADMINIS-TRATION

TABLE II

OUTPUT OF GOALS


CONCERNS DEALING WITH STUDENTS
CONCERNS DEALING WITH INSTRUCTION
CONCERNS DEALING WITH PERSONNEL WELFARE
CONCERNS DEALING W/ MGMT. AND ADMINISTRATION
INSTITUTIONAL GOALS
CONCERNS NOT USED IN INSTITUTIONAL GOALS
VICE PRESIDENT OF INSTRUCTIONAL AFFAIRS
VICE PRESIDENT OF STUDENT DEVELOPMENT MENT
VICE PRESIDENT OF PLANNING & DEVELOPMENT
VICE PRESIDENT OF ADMINISTRATIVE SERVICES
INSTRUCTIONAL AFFAIRS AREA GOALS
STUDENT DEVELOPMENT AREA GOALS
PLANNING & DEVELOPMENT AREA GOALS
ADMINISTRATIVE SERVICES AREA GOALS
UNUSED RESIDUAL CONCERNS

APPENDIX A

STUDENT QUESTIONNAIRE

S T U D E N T S U R V E Y

Part of the planning process for the college involves seeking input from all interested segments of the SOCJC community, including students. Please complete this form and deposit it by Feb. 23 in the box marked "Student Survey" at the Learning Resources Center main counter.

Each concern will be summarized and placed with similar concerns to become part of either an institutional or departmental goal for the coming year.

1. In your everyday activities at SOCJC, what are the two biggest problems you have had?

   a.

   b.

2. What are your two biggest concerns about the instruction at SOCJC?

   a.

   b.

3. List any other concerns or problems you have had at SOCJC.

APPENDIX B

GOALS DEVELOPMENT QUESTIONNAIRE

In the process of developing goals for fiscal 1979, the Office of Planning and Development is asking all faculty and staff to contribute concerns which they feel are in need of being dealt with during the next year. We are requesting that you list your concerns under the four broad categories below. Your concerns may be either broad (dealing with the college as a whole) or they may deal with a specific problem in a specific area. Please return to area 132 by Monday, February 27, 1978. Thanks for your input. Jim D. Sturgeon

Please indicate the category you belong in:

_____Faculty _____Classified

_____Adjunct Faculty _____Professional Non-Instructional

1. Concerns dealing with the "Student" -

2. Concerns dealing with "Instruction" -

3. Concerns dealing with "Personnel Welfare" -

4. Concerns dealing with "Administration and Management" -

APPENDIX C

CONCEPTS

FOR

GOAL DEVELOPMENT

Appendix C

I

Concerns About Administration and Management

Student Input

1. No coke in food service.

2. The handrails out by the sidewalks and on the stairs are very large, fat, varnished boards. If I ever fall, I hope what I grab for is not a 2" X 12" bridge board. These are very hard to grab hold of.

3. The elevator is too slow. Much too slow. I wonder if it would be feasible to speed it up a little.

Classified Input

4. It seems the top administration is trying to destroy all that the college stood for in the beginning and not replacing it with anything better. As a result, it is creating poor morale among employees.

5. It seems that there has been a loss of the concept of openness between administration and employee.

6. It is specified to classified staff that they should be careful not to take extra long breaks and lunch periods. The fact is that many professional employees take 30, 40 and 60 minute breaks. I realize that they are not paid hourly but shouldn't they set some kind of example for others?

7. Would like to see a comparative study done on time spent in the Food Service - classified/professional.

Professional Non-Instructional Input

8. Several departments seem understaffed, especially the Physical Plant.

9. Negligible over results of recruitment of minorities in policymaking positions, EEOC has not met in over a year.

10. Too much time is being spent in meetings.

11. More information on who is management and administration.

12. Administration and management should be housed in a separate facility, releasing needed classroom space.

Appendix C

Professional Non-Instructional Input (Continued)

13. Strokes are very seldom given that are very meaningful. When strokes are given, they almost always seem to have some ulterior motive. This seems to be more prevalent from the top and becomes less as one moves down the administrative organization.

14. Advisory councils - Let's use them where they are really needed and can be helpful to the program(s). I'm aware that sometimes advisory councils are formed in compliance to real or imagined pressures from above because it looks good. In instances where people gather and just go through the motions, ill-will is created and time wasted.

15. Need more staff development or in-service training for the administration (all levels).

16. There is only one administrator in the school who is qualified - the rest are totally incompetent; faculty and staff could do a better job without their interference.

17. Administration does not consider what faculty and staff want (case in point, the MH).

18. The top level management seems to be very reactionary, not only in management style but at an interpersonal level.

19. The way the college's administration currently operates, it concentrates all power and decision-making at the top, seemingly ignoring the input of faculty and staff. Additionally, the structure as it operates now breeds rumors and produces low employee morale.

Administration Input (Personal Concerns)

20. The system of program managers is too diverse and unstructured to allow for the coordination between departments on course offerings and other activities.

21. Retitle "program manager" position to reflect the job as it exists.

22. The college has surpassed the enrollment level and program offerings level when the system of program managers is able to function effectively; i.e. late schedules, letting faculty schedule their own classes, etc.

23. Capital support - we must build our case in face of increasing opposition.

24. I recommend that the system of program managers be discontinued, and be replaced in the following manner:

    1. Each institute has an institute coordinator (released from teaching half-time) on the same level as other coordinators in the college.

    2. Each dept. in each institute will have an elected (by faculty) chairperson.

    3. A dean of instruction will be over institute coordinators.

Appendix C

Administration Input (Personal Concerns) (Continued)

25. *There seems to be some misunderstanding as to allowing CWS students to study while on the job (while being paid). We should pay for work and if there is no work, there should probably not be any pay.*

26. *Make a decision about intercollegiate athletics.*

27. *Name identification problem. Should consider name change to better reflect role and scope of institution. (INDICATED BY TWO PEOPLE.)*

28. *Need to look at ways to have computor take over more routine matters, i.e., workload calculations, routine class scheduling, etc.*

29. *Ashtrys for food service.*

30. *Improve phone service.*

31. *More management training for managers.*

32. *Get room scheduling out of the Research Department and let them research.*

33. *There is a lack of support from administration and management for support programs to the instructional areas.*

34. *Assessment and evaluation of evening services provided by college, including evening administrator.*

35. *My other concern relates to the process of concerns and goal setting. The number of goals each year seems to end up the same, but the significant aspects of those goals seem to grow in a geometric proportion. We are still trying to actually complete goals established two years ago. That a person's reach should always exceed his grasp is a worthwhile philosophy, but the philosophy becomes ineffective when direction is obscured by the number of goals and by the amount of new task needed to achieve the goals.*

36. *Better synchronize budget building and planning and goal setting.*

37. *My major concern in this area is the inequity that exists in span of control college wide. The fury that plagues me when I see mid-managers with one or two professionals and three or four, or five, classified to supervise is fast becoming uncontrollable. To quote a student with great insight "It's okay to be used when you know it and you don't care." I'm beginning to care.*

38. *Review the overall expectation and load of middle managers.*

39. *Breakdowns in communications regarding responsibility and authority.*

40. *Continue improvement of communications.*

Appendix C

Administration Input (Personnel Concerns)

41. Recycle or sell paper - terrific waste - newspaper and other may be a source of income, telephone books, etc.

42. Print both sides of paper.

43. Plethora of meetings; communications

44. Need for Media Distribution security to prevent loss of books and other materials.

45. The evening student does not receive the same services as the day student, i.e. bookstore and food service close early.

46. Better information on who is management and who is administration.

Vice President Input (Personal Concerns)

47. Communications down to employees (faculty).

48. Role of the manager - what level should decisions be made?

49. Need to establish body to review and set priorities for MIS.

50. Need for a comprehensive evaluation of staffing plan in Student Development.

51. Need to coordinate and assign responsibility areas in dealing with business and industrial community.

52. Specify process by which liaison is to occur between college and top level management in business and industry.

53. Need for expansion of Learning Resources services, including increased space and speed of services to students and faculty.

54. Determine if increased support for managers in performing routine tasks (scheduling, budget building, etc.) is possible without significant increase in administrative costs or personnel.

55. Plan for effective use of Garfield & Lee Schools.

56. Attempt to solve current deficit of College Work Study student help.

57. More opportunity to interact with mid-management on major issues of scheduling assessment-advisement, etc.

58. Improve class scheduling system by some of the following -

    (1) Structured input into process from Student Development, external sources to allow factors other than past history to influence schedule.

Appendix C

Vice President Input (Personal Concerns)(Continued)

58. (2) Include in input system required information from managers for special space needs for specific classes so that Planning and Development may assign space to meet those needs.

(3) Determine what student needs (including unmet markets) might be met by different scheduling approaches during under-used afternoon hours, including perhaps

(a) classes meeting only one day per week as per evening scheduling;

(b) special scheduling for special target groups; and

(c) scheduling of certain programs so that requirements may be met by afternoon attendance only.

(4) Decide if we are to attempt scheduling innovations such as

(a) Weekend scheduling

(b) Friday night scheduling

(c) "Tuesday-Thursday College for Women"

Vice President Input (Personnel Concerns)

59. Understaffing in Physical Plant causing delays in completion of work orders.

60. Clearly define role and job responsibility of manager of institutes as to what level? How do directors of Administrative Services, Student Services, and Planning and Development relate to directors-deans-and institute managers in Instructional Affairs?

Faculty Input

61. Need for official department heads.

62. Lack of official department heads within the institutes.

63. We have too many deans. I'm surprised we don't have a dean of restrooms. In that case, we wouldn't be surprised if he went to pot.

64. I feel they should be less concerned with the output of memos and more concerned with faculty, staff, and student input.

65. Increase assistance to instructors in the area of reducing paper flow.

Appendix C

Faculty Input (Continued)

66. Staff (including faculty) morale is not good. Perhaps workshop activities directed toward helping us get to know and appreciate each other? And what happened to the pride in what we're doing? SOCJC is still out front in education - we seem to have forgotten our purpose: maximum educational effectiveness.

67. Consistency.

68. Sometimes too much input about petty things allowed.

69. Need to involve classified and professional non-instructional staff on committee.

70. Need to specify the role of the Faculty/Staff Association and the Student Association in governance on when and how do these associations supply input.

71. Mid-managers spend too much time in meetings; too little time getting to know students, their faculty, and doing long-range goal setting.

72. North Central's comment was that the college was top heavy on administration. What has been done about this?

SOCJC Regents Input

73. Planning for future retreats.

74. Utility cost - big concern.

75. Political awareness.

76. Cost of educating student at SOCJC.

77. Name change to expand to greater Oklahoma City.

78. Construction of a loading ramp.

79. How to save on utility costs.

80. Card system so only handicapped use elevator.

Appendix C

II

Concerns About Personnel Welfare

Classified Input

81. The entryway into the building needs to have rails so that in bad weather the risk of falling will not be so great.

82. A handrail needs to be installed at the east-door entrance (near Community Service Center) before someone falls on the ice, and breaks their back.

83. A handrail is needed in the entrance way by the southeast door of the college. It slants quite a lot, and in bad weather it is especially dangerous.

84. Bereavement and funeral leave should be separated from sick leave.

85. We need to have days off to conduct personal business.

86. Need "personal business" leave - totally separate from vacation and sick leave.

87. I wish an income protection plan had been instituted. More benefits should be available to the permanent part-time employees.

88. If "jeans" are not allowed for one segment of the college staff, why are they allowed for others in similar job capacities?

89. Something needs to be done about "bad weather" absenteeism. Either everyone should get paid when they can't get here, or no one. It will have to be one of those alternatives, because how can anyone prove he or she tried to get here? We have too many people titled "professionals" (including faculty) who simply stay home, because they know they are going to be paid anyway. But my concern is not with what the faculty does or does not do; it is with the inequality of treatment of personnel in general. While Classified people, here, have more input than probably anywhere else, how well is the Administration listening? Well enough to hear us say "Administration shows so much segregation between Professionals and Classified employees that there is actual discrimination against us in some areas; a major area is the bad weather pay policy."? While the state law may say that hourly wage people will be paid for hours worked, does it really say that an institution will not be allowed to pay in such cases as we have had recently? If it does, then even the state is discriminatory toward hourly wage people. Also, if it does, no one should be paid during bad weather unless he actually works. I think the law does not restrict an institution from doing more than it says, as long as it does as much as it says.

Appendix C

Classified Input (Continued)

90. I believe that permanent part-time employees should have benefit of sick leave and insurance. If we miss work due to illness, it is extremely difficult to make up since most of us already have obligations during our off-hours. Permanent part-time employees fulfill a valuable service, and it would seem just and equitable to offer them benefits equal to full-time employees. (It has come to my attention that O.U. is now doing this.)

91. Need benefits for part-time regular people.

92. Personnel who work half time should have 1/2 of the benefits (20 hours vacation, 20 hours sick leave, etc.)

93. My feeling has not changed concerning a partial benefit for a permanent part time employee who is expected to be at work at a certain time on a certain day and has been an employee on a regular part time basis for a certain number of years. Most often regular part time employees are asked to perform duties and extra hours and are most willing to do this.

94. It is my feeling that part-time employees (permanent part-time) should receive vacation and sick leave benefits. Most businesses have such benefits for their part-time employees.

95. If full-time employees earn full-time benefits, then permanent half-time employees should earn half-time benefits. Every person needs vacation time, and time for personal use. If an employee (half-time) is required to work 5 days per week, they never have a day off for a trip, or anything else.

96. Part-time employees who work on a regular basis do not have any benefits. Yet, they are the first ones asked to work extra hours and are usually willing to do so. It would seem the college could meet them half way and give benefits in relation to the number of hours they work on a regular basis each week.

97. I am concerned that regular part-time employees are not eligible to participate in college benefit program, i.e., sick leave, vacation, and insurance programs.

Professional Non-Instructional Input

98. No way to move upward in positions here. Administrative positions filled with outside people.

99. Institution's commitment to longevity not commensurate institution's expectation of loyalty on the part of the staff.

100. Question regarding the proposed bill changing the contribution status of Teacher's Retirement.

101. Would like to see more vacation leave, i.e. 1¼ days per month, and perhaps more holiday leave at Christmas.

Appendix C

Professional Non-Instructional Input (Continued)

102. A better set of records need to be kept on sick and annual leave.

103. Personal business days.

104. Wage/Salary Plan stinks.

105. Overload compensation for professional non-instructional.

106. Workload for non-teaching professionals.

107. Income protection plan.

108. Provide some type of income protection coverage.

109. Need a Faculty Association separate from Staff Association.

110. As a 3/4-time employee, I am concerned that there are no provisions for any benefits to part-time staff.

111. It doesn't seem quite fair during bad weather to pass the word that employees may leave early to avoid rush hours danger and then to neutralize that good safety practice by telling classified employees that if they leave early, they will not be paid for the time off.

112. The college needs to increase its benefits to be competitive with other employers. A great deal of input has come from the Faculty/Staff Association but I have seen no action taken in this regard.

113. Need a buddy system for new employees to help orient them to the college, workers and systems.

Administration Input (Personal Concerns)

114. Benefits for part-time personnel - should we provide them? Staff morale and involvement. We are not involved internally and too little externally. People seem departmentalized and protective.

115. There is a very large need for a long-term disability insurance program - even with college and employee splitting costs.

116. Need to bring salaries in line with various increasing costs - cost of living, social security, insurance, retirement. (A standard percentage should be applied to the salary to cover the above.) An additional performance increase should be over and above the cost of living and the other increases so that if a person performs they can then actually get ahead.

117. Issues of Wage and Salary and workload are important only because they are seemingly more tangible and measurable. As an institution unified under guiding principles of self respect, self confidence and human worth, we are doomed unless the superficial issues of dollars and time are considered in the context of respect and dignity. More particularly, I am concerned that there are no evidences of efforts to provide opportunities for group disability income protection.

Appendix C

Administration Input (Personal Concerns)

118. Multi-year contracts would be more favorable than yearly ones.

119. Consistency in policies for paying classified persons for time accumulated during periods when the campus is closed.

120. Need comprehensive staff development plan.

121. Credit Union for SOCJC personnel.

122. Evaluate and, if needed, improve orientation of new SOCJC personnel at all levels.

123. Need for income protection coverage.

124. Still need income protection insurance.

125. Complete implementation of Wage/Salary Plan.

126. Implementation of Wage/Salary Plan including education of staff per plan.

127. Assure Wage/Salary Plan implementation includes consistency per salaries, titles, and responsibility.

Administration Input (Personnel Concerns)

128. Salaries not keeping pace with inflation.

129. I have heard some concern about the bereavement leave policy.

130. Previous attempts to classify and rank jobs within the institution have not been fair - hopefully the new plan will show much improvement in this area.

131. Disability income; wage and salary; workload.

132. Would like to see more vacation, i.e. 1¼ days/month, and perhaps more holidays (or more time at Christmas).

133. New personnel are sometimes made promises by the personnel department that the supervisor is not aware of.

134. Faculty have a workload formula that allows for overload compensation. The classified personnel are covered by a policy for over 40 hours. What about some type of formula for compensation for overload for professional, non-instructional.

135. Separate Faculty Association and Staff Association.

136. Workload formula for non-teaching professionals.

137. Regular part-time employees need to be allowed prorated staff benefits.

138. Dental benefits.

Appendix C

Vice President Input (Personal Concerns)

139. Fringe benefits for employees. Income protection plan.

140. Expanded benefit program and include more life insurance - more vacation days - income protection and dental coverage.

141. Implement income protection plan.

142. Intensify, broaden staff development services, including:

(1) For Institute Managers and Deans - long-range planning skills, group process skills, problem solving skills.

(2) For faculty - group process skills, mastery learning skills, student retention skills, testing skills.

143. How FICA and Teacher's Retirement will affect employee "take-home pay."

144. Low salaries within Physical Plant - high turnover.

Vice President Input (Personnel Concerns)

145. How will classification system work? Consistent evaluation procedure between areas.

146. FICA, Teacher's Retirement may cause individuals to lose ground in take home pay.

147. Long-term Income Protection.

148. Income Protection Plan for employees.

149. Tax tables for adjunct personnel - monthly or semi-annual.

150. Develop an individualize staff development program. This should include professional education, skills, and promotion potential.

Faculty Input

151. Salaries are lower than the professionals in the area. Staff nurse at VA with 3-4 years experience makes $16,000/year with 4 weeks vacation.

152. Salaries need to be at a level that allows us to maintain our families.

153. Faculty salaries.

154. Salary protection.

155. Would like to see dental insurance and income protection insurance.

Appendix C

Faculty Input (Continued)

156. Consider providing dental insurance

157. Consider providing income protection.

158. Teachers need higher salaries. Wage protection insurance and reduced workload.

159. Salary protection, grievance, and due process - when?

160. Need a due process policy and procedure that includes non-renewal of contract as a due process item.

161. Implementation of grievance and due process plan.

162. Workload formula needs to be studied over a longer period of time; it should be scrutinized during the major portion of FY 1979.

163. Year-round employment for faculty.

164. Seemingly no thoughts of training aids.

165. So many of us spend added hours here, sometimes 10 or 12 hours in 1 day. Is there any space that could be set up as a "Faculty Lounge" with a couch, a few chairs, etc., so that we could "get away" for a few minutes and relax, put our feet up --

166. Too much instructor load.

167. Improvement of faculty workload formula as previously polled concerns have indicated.

168. No pay for "substitute" faculty workload formula as previously polled concerns have indicated.

169. Accumulative sick leave.

170. Cumulative sick leave should be increased.

SOCJC Board of Regents Input

171. Total employee benefits.

172. Needs for additional staff vs. what we are doing with present staff.

Appendix C

III

Concerns About Instruction

Classified Input

173. It seems that a lot of times when the weather is bad, some of the faculty do not come in when most of the professional and clerical staff make it in.

174. We never seem to get grade sheets or progress reports in time to be completed and returned by their due date.

Professional Non-Instructional Input

175. Faculty members (and staff) who are hired and then don't fit into our system. It would seem reasonable that those who could not adjust or don't believe in our type of system would not be hired.

176. Lack of receptiveness on instructor's part to receive specific feedback from students on difficulties the students are experiencing.

177. Top level management seems to feel that the faculty is the only employee group that should be informed of what is happening in the college and that it is the only group that should have input to the administration. Consequently there are several instructional committees that are going to effect all of the college but the faculty are only ones giving input.

178. Promotion of new career programs to a greater degree to insure higher enrollment and to assure continuation and success for these programs.

179. Do not seem to refer disturbed students for help with emotional problems.

180. Orientation of adjunct instructors to philosophies and goals of the college - Inconsistent perceptions between full-time and part-time instructors.

181. Once and for all, settle the "Master" grading problem.

182. A decision needs to be finalized about the college's grading system.

183. Still a lack of understanding of "M" grade among students, faculty, and staff.

184. Inaccurate information in learning packets causes many problems for students.

Appendix C

Professional Non-Instructional Input (Continued)

185. Having been a student in two classes and having surveyed a number of learning packets, I have two suggestions: (1) Increase content in courses, and (2) Assist instructors in writing learning objectives that are "outcome" not "process" objectives.

Administration Input (Personal Concerns)

186. I am concerned that faculty buy learning resources which they hardly ever use, or hardly ever have students use.

187. I am concerned that students in basic courses are having to try to learn more content than learning the tools and methods which will become increasingly more valuable as they move through education.

188. I am concerned for students enrolled in courses for which there are no learning packets or syllabi as well as for the students who buy learning packets that they hardly or never use.

189. Implement program of faculty development.

190. Concern for student success and efforts at helping students to improve self-image and self-confidence seem to be overshadowed by myriad other trappings which faculty & staff frequently use to avoid dealing with those important issues.

191. Seek to increase afternoon enrollments, i.e. more utilization of current space.

192. Faster progress needed in developing (a) alternate learning tracks, (b) flexible scheduling, and (c) consistency in establishing a workload.

193. Implement more open labs.

194. Design and implement system of LRC services to instructional areas outside main building.

195. I am concerned that the LRC does not have enough personnel to service the instructional need of processing purchased materials.

196. More space and/or different location for LRC.

197. Determine specific loss rate of LRC materials, and if excessive, design and implement system to improve.

198. I am concerned about the Student Evaluation of Instruction which the college uses, but seemingly does not promote to students as a way in which they can voice their opinions. It is also past time to evaluate the instrument which is currently used.

199. Availability of faculty to students (keeping posted office hours) on campus.

Appendix C

Administration Input (Personal Concerns) (Continued)

200. Must make effort to orientate new personnel to our instructional system.

201. Retention of our students is a big concern.

202. There appears to be a decline in the amount of dedication to the competency based instruction as exhibited by professors in years past.

203. Too much noise from special functions while classes are in session (student activities in the food service area).

204. Must look at completion rate comparisons between full-time and adjunct and IP and traditional may be significant in retention.

205. Grading system - we must impact the public to communicate our strengths.

206. Need to settle the "M" conflict.

207. Space & Noise - instructional areas are now so close together that good instruction is impossible because of sound problems. Instructors are finding themselves in "outshouting" matches. Build some walls.

208. Because of anticipated growth and anticipated lack of resources to expand the current physical facilities, it makes it imperative that we analyze our present space and its utilization for instruction. This should include possible alternatives for general purpose instructional space such as the construction of clustered instructional spaces using permanent wall partitions, apply additional acoustical treatment, and develop better control over the environment in the instructional areas; that is, light switching, openings away from traffic areas, etc.

209. Lack of ability to lower lights to use AV equipment in many areas, and due to space limitations, no place to move the class to in order to show films or slides.

Administration Input (Personnel Concerns)

210. There is still concern about academic advisement.

211. Some of college philosophy, grading system, etc., not adequately communicated to part-time instructors (even full-time instructors in a few cases).

212. Inaccurate information in learning packets causes many problems for students, especially in LRC.

213. Learning packets do not have enough information for students to identify materials in LRC (especially A-V).

Appendix C

Vice President Input (Personal Concerns)

214. Implementing grading system revision should be a high, if not the high, priority for the entire college because of the enormous impact it will have on each accountability unit's responsibilities.

215. Grading Policy.

216. Improve learning environment: Define guidelines for minimum criteria for instructional spaces (particularly general instructional space such as tab areas). Implement plan which raises all areas to at least these minimum criteria as rapidly as is realistically possible. The criteria should include the following:

(1) Location, size, height of chalkboard surfaces.
(2) Location, size, height and angle of projection surfaces.
(3) Location, accessibility, area definition of on/off light controls.
(4) Proximate distances tab areas using current panel design may be placed without undue sound intrusion.
(5) Location, accessibility of wall sockets.
(6) Square footage requirements per student necessary for effective instruction.
(7) Placement of panel openings which minimize visual distractions.
(8) Apply maximum sound control systems to telephones, typewriters, etc. within defined distances to general insturctional space.

217. Improve learning environment by following additions to present space -

(1) Modify or add additional components to present panel system that will allow general instructional spaces to be created immediately adjacent to each other.
(2) Apply acoustical treatment to enclosed areas such as 1G5, 1F4, 1H5, 2(whatever) to absorb ricocheting sound to tolerable level.
(3) Add structured areas.

218. Need for significant expansion of amount and locations of off-campus credit.

219. Implement Human Affairs Lab to allow for individualized instruction and developmental study in areas such as Psychology, Government and History.

220. Continue emphasis on coordination, expansion, revision of Developmental Studies.

221. Need for a comprehensive curriculum for educationally deficient students.

222. What role Student Development should play in investigating a cognitive style mapping program.

223. Student retention.

224. What part do faculty want to play in academic advisement?

Vice President Input (Personal Concerns) (Continued)

225. Need to schedule more introductory courses during minor entry enrollment.

226. Scheduling: Need to schedule classes in afternoon MTWR.

Vice President Input (Personnel Concerns)

227. Scheduling: (1) Afternoon classes (2) Community Services courses.

228. Settle grading policy.

229. Improve student retention.

230. Need for a comprehensive schedule which allows students to meet graduation requirements.

Faculty Input

231. Need to review other possible sources of student input into evaluation of instruction - other than SIR's that is.

232. Student retention.

233. In general, the class areas are poorly designed with respect to: (1) noise, (2) visual distractions, (3) area temperature, etc., (4) chalkboard space, (5) chalkboard placement with respect to the students seats (In some class areas, it is impossible for all students to see the board, e.g. 1H6.), (6) overhead projectors and screen placement, and (7) area lights (turning off and on).

234. The poor quality of instructional areas - especially high noise levels. I feel quite strongly that the problem with noisy classrooms is so acute that many students are getting turned off and have begun to drop out. I know I am getting pretty turned off by it.

235. Better classroom equipment.

236. Noise control.

237. Need for better equipped and designed classrooms with less noise and sight distractions.

238. Instructional areas need to be designed with instruction in mind not space convenience.

239. The instructional areas we currently have are poorly designed. The instructional areas should be enclosed, electricity should be provided, a list posted as to where the lights are, the light switches in the box should be marked correctly, some rooms should be designated as projection rooms, and if someone expects to use projectors alot during the semester, they should be assigned to one of these rooms.

Appendix C

Faculty Input (Continued)

240. Developmental Studies Task Force recommendations must be implemented ASAP.

241. Use of full-time quality of instruction for students. This would eliminate the problem of finding adjuncts who are qualified and good instructors. Some adjuncts are qualified but not any good as instructors - have even driven a few students away from the school due to their poor quality of instruction.

242. Use existing faculty as adjunct instructors if they desire. This would "beef" up the quality of evening instruction.

243. Being able to allow and give enough freedom of choice and direction in their work while they are wanting more rules, regulations, and directions.

244. Assessment or overview of faculty - PNI - Class. Performance evaluation during Fall, 1979.

245. Need to study, in detail, the faculty workload formula.

246. Workloads need to be reduced so that instructors have time during the week for preparation.

247. Need implementation of "new" workload formula - Concern: cross ties with performance. People at maximum are thrown into overload if deal with category #2 and #3.

248. Emphasis should be on quality, not quantity.

249. Teaching the mastery concept of education was a recommendation of the "M" committee. How has this been implemented?

250. The LRC mess needs to be straightened out. It takes months to get simple media production on VTR accomplished and the quality is poor.

251. Learning packages and course syllabi need general upgrading, particularly in the area of mastery learning concept.

SOCJC Board of Regents Input

252. Grading system.

253. Learning Packets (cost, etc.)

254. Community Services courses hobby shop?

255. Competitive athletic program.

256. Strong intramural athletic program.

Appendix C

IV

Concerns About Students

Classified Input

257. I think that the incompetence of Student Development in general and Admissions in particular tend to not only alienate the students but to create a confrontory atmosphere in dealing with other departments of the school. I think an overhaul of the whole area is not only desirable but necessary.

258. Game Room after 5:00 p.m. - students turn their kids loose and let them run wild. Game Room has turned into a second Day Care Center. Someone is going to get hurt in there. Have saved several kids from a serious accident already. Then you run them out of the Game Room and they run all over the school.

259. Grading system. Hopefully, the original concept of achieving by objectives will not be disturbed. SOCJC's grading system should be maintained but changed in a way that it is easily interpreted by other learning institutions.

Professional Non-Instructional Input

260. More and better personal counseling for students.

261. Students need more personal counseling available.

262. Lack of responsibility toward selecting courses and completing them.

263. Noise from college activities functions unbearable.

264. Student activities performed in Food Service during the lunch period is very disruptive for some students.

265. Evening students get short shrift when it comes to opportunities for student - instructor - administrator contact.

266. Although I realize that the new on-line computer program has some really fine features internally, I feel that when applied to several areas of Community Service redtape and general inconvenience to the student will take away many of the apparent advantages. I'm worried about the demands of the computer dictating our educational styles and ability to quickly and conveniently serve the student - in other words, "the tail wagging the dog."

267. A & R is just beyond belief. How could any area be run so poorly?

Appendix C

Professional Non-Instructional Input (Continued)

268. Declining enrollment, or unrealistic enrollment projections.

269. College isn't marketed, no viable recruitment plan, the college has no image.

270. Need a concentrated effort to recruit students from the noncredit classes into the credit programs.

271. Financial Aids needs to provide more information on alternative sources for money to go to school.

272. Better financial aid counseling needed.

273. Student activities seems to have money to burn. Why don't they do something with it that more people would enjoy?

Administration Input (Personal Concerns)

274. I am concerned that we do not have time to personalize more instruction for students; that they do not, in many cases, have a very good idea of what their rights in the classroom are; that much of the information that students get about college policies and procedures is in language common to graduate schools in Education and not easily understood; that they have no medium, either print or organizational, through which they can voice opinions and controversy in public; and finally that it is becoming more and more difficult to adjust education to student needs because it is harder to know what they care about.

275. The Financial Aids' decisions on assistance to students should be reviewed and decided upon by a committee rather than just the Financial Aids Coordinator.

276. I would like to see an on-line prospective student system created.

277. Extension of enrollment results in delays of refunds and financial aid checks.

278. Develop an ongoing system for effectively tracking students. This should include both academic advisors and student development personnel.

279. There needs to be an ongoing analysis of student completion of courses by course categories differentiating between day-night, full-time faculty versus adjunct, etc.

280. Enrollment in credit courses off-campus - process. Counseling and guidance of the adult students (educational and career). Recruitment program directed toward noncredit students for credit programs.

281. Educate per "new grading system."

Appendix C

Administration Input (Personal Concerns) (Continued)

282. Retention! Our students are enrolled in too few hours and we lose them too quickly. Must encourage faculty to support both retention and recruitment directly, especially in their own programs.

283. Design and implement system of student retention, including staff development training of staff.

284. A need to identify "non-persistors." Knowing why students do not return.

285. Implement plan of student assessment, i.e. CSM.

286. Provide students with more seating/study space in LRC.

287. Design and implement system for better assuring availability of CWSP workers.

Administration Input (Personnel Concerns)

288. Refund checks late.

289. Financial aid checks late.

290. Graduation list - who says, etc. Student enrolling without pre-requisite. Many students did not get the word about ordering caps and gowns until too late. Can the computer generate a list of students approaching enough hours to graduate. These would be called by A&R.

291. College philosophy, grading system, etc. not adequately explained to students.

292. Lack of adequate academic advisement in some areas.

293. High cost to students of textbooks plus large learning packets in some courses.

294. Better financial aid counseling needed.

295. Financial Aid counseling needs to provide more information.

296. More personal counseling for students should be available.

297. Personal counseling needed for students.

Vice President Input (Personal Concerns)

298. Intensify interaction between Student Development and Instructional Affairs for cooperative efforts and mutual support in meeting student needs.

299. Do students want an activity program?

300. How can we assess preparation for entry into college level programs?

Appendix C

Vice President Input (Personal Concerns) (Continued)

301. Implement, measure effectiveness of entry-level assessment of student skills, attitudes, learning styles.

302. What is most effective academic advisement program?

303. What are educational needs of various communities?

304. Lack of organized recruiting effort for adult education.

305. Continue major emphasis on retention of students

(1) Between entry points (the "non-completers")
(2) From entry point to entry point (the "Non-reenrollers")

Vice President (Personnel Concerns)

306. Need official recognition.

307. Delay of refund and financial aid checks because of extended enrollment periods.

308. Noise resulting from functions in Food Service Area.

Faculty Input

309. Need for faculty education in dealing with students with learning problems.

310. Enroll for partial credit option when a course is repeated due to failure to master part of the course.

311. I have at least 20 students a semester who do not know exactly what SOCJC's approach to education means to them as students.

312. Organized activities to help new students make new friends.

313. Still need a real and viable full spectrum of developmental studies offerings.

314. Need more full-time rather than adjunct teachers.

315. Quality of instructional areas.

316. Are students being short changed (1) during emergencies, i.e. substitue faculty, (2) having adjuncts, and (3) having few tutors in certain areas.

317. Retention of learning.

318. Continued with emphasis on recruiting new students, involving faculty and counseling staff.

Appendix C

Faculty Input (Continued)

319. Recruitment of students.

320. Need for initial assessment for all students.

321. Initial assessment is an absolute necessity if this institution is to do the high-risk student justice. We still don't have it.

322. I think students should have reading skills before being allowed to attempt college work.

323. Initial assessment of all students must be implemented.

324. Possibly attendance should be a little more "regimented."

325. Attendance.

326. Develop a method of out-of-town students (and others, is possible) to register by mail, and then simply confirm registration the first class day.

327. New student retention.

328. Need to study "why students leave SOCJC" and retention in general.

329. Our emphasis has always been in this area - continue work on student retention.

330. Retention of new students.

331. Retention.

332. Grading system.

333. Since we are here to serve the students and community, I think that both groups should again be surveyed to obtain their reaction to our grading system.

334. Some students dislike the MH grade.

SOCJC Board of Regents Input

335. Expansion (growth above 5,000 HC - 5,000 FTE)

336. Where do our students come from?

337. How are we attracting students to a particular program?

338. What is done in recruiting and how expensive is it?

339. What are brochures like?

SOCJC Board of Regents (Continued)

340. *Are we in a leveling off period?*

341. *How can we get more high school graduates.*

342. *How can we communicate in an understandable manner the grading system?*

APPENDIX D

PRIORITIZED STATEMENTS

WITH

RELATED CONCERNS

Appendix D

Student

I. Retention - Need to examine the area of student retention from entry point to entry point.

282. Retention! Our students are enrolled in too few hours and we lose them too quickly. Must encourage faculty to support both retention and recruitment directly, especially in their own programs.

283 Design and implement system of student retention, including staff development training of staff.

284. A need to identify "non-persistors." Knowing why students do not return.

305. Continue major emphasis on retention of students.

(1) Between entry points (the "non-completers")
(2) From entry point to entry point (the "non-reenrollers")

327. New student retention.

328. Need to study "why students leave SOCJC" and retention in general.

329. Our emphasis has always been in this area - continue work on student retention.

330. Retention of new students.

331. Retention.

Student

II. Recruitment - There is a need to coordinate the efforts of the institution to improve the effectiveness of recruitment activities so that involvement of all college personnel is encouraged.

268. Declining enrollment, or unrealistic enrollment projections.

269. College isn't marketed, no viable recruitment plan, the college has no image.

270. Need a concentrated effort to recruit students from the noncredit classes into the credit programs.

276. I would like to see an on-line prospective student system created.

280. Enrollment in credit courses off-campus - process. Counseling and guidance of the adult students (educational and career). Recruitment program directed toward noncredit students for credit programs.

304. Lack of organized recruiting effort for adult education.

318. Continued with emphasis on recruiting new students, involving faculty and counseling staff.

319. Recruitment of students.

335. Expansion (growth above 5,000 HC - 5,000 FTE)

338. What is done in recruiting and how expensive is it?

339. What are brochures like?

341. How can we get more high school graduates.

Appendix D

Students

III. Communications - Identify and implement the appropriate vehicles to communicate college policies and procedures to students, community, and higher educational institutions; and to communicate to the student that they have "some" responsibility in managing their educational goals.

259. Grading system. Hopefully, the original concept of achieving by objectives will not be disturbed. SOCJC's grading system should be maintained but changed in a way that it is easily interpreted by other learning institutions.

262. Lack of responsibility toward selecting courses and completing them.

274. I am concerned that we do not have time to personalize more instruction for students; that they do not, in many cases, have a very good idea of what their rights in the classroom are; that much of the information that students get about college policies and procedures is in language common to graduate schools in Education and not easily understood; that they have no medium, either print or organizational, through which they can voice opinions and controversy in public; and finally that it is becoming more and more difficult to adjust education to student needs because it is harder to know what they care about.

281. Educate per "new grading system."

290. Graduation list - who says, etc. Student enrolling without prerequisite. Many students did not get the word about ordering caps and gowns until too late. Can the computer generate a list of students approaching enough hours to graduate. These would be called by A&R.

291. College philosophy, grading system, etc. not adequately explained to students.

311. I have at least 20 students a semester who do not know exactly what SOCJC's approach to education means to them as students.

334. Some students dislike the MH grade.

342. How can we communicate in an understandable manner the grading system?

Appendix D

Students

IV. Needs Assessment - There is a need to systematically identify community educational needs for purpose of program development and increasing enrollment.

303. What are educational needs of various communities?

336. Where do our students come from?

337. How are we attracting students to a particular program?

340. Are we in a leveling off period?

Appendix D

Students

V. Skills Assessment - An assessment program to identify cognitive skills and affective characteristics needs to be designed and implemented.

289. Implement plan of student assessment, i.e. CSM.

300. How can we assess preparation for entry into college level programs?

301. Implement, measure effectiveness of entry-level assessment of student skills, attitudes, learning styles.

320. Need for initial assessment for all students.

321. Initial assessment is an absolute necessity if this institution is to do the high-risk student justice. We still don't have it.

322. I think students should have reading skills before being allowed to attempt college work.

323. Initial assessment of all students must be implemented.

Appendix D

Students

VI. *Student Activities Programing - Student activities are not meeting the needs of the students and the activity programs that have been scheduled interfere with instructional and office areas (i.e., newspaper, intramurals, dances, speakers, movies).*

263. *Noise from college activities functions unbearable.*

264. *Student activities performed in Food Service during the lunch period is very disruptive for some students.*

273. *Student activities seems to have money to burn. Why don't they do something with it that more people would enjoy?*

299. *Do students want an activity program?*

308. *Noise resulting from functions in Food Service Area.*

312. *Organized activities to help new students make new friends.*

Appendix D

Students

VII. Student Services - Need to analyze the area of student services including:

1) Management of game room
2) TAP
3) Financial Aid
4) Personal counseling

257. I think that the incompetence of Student Development in general and Admissions in particular tend to not only alienate the students but to create a confrontory atmosphere in dealing with other departments of the school. I think an overhaul of the whole area is not only desirable but necessary.

258. Game Room after 5:00 p.m. - students turn their kids loose and let them run wild. Game Room has turned into a second Day Care Center. Someone is going to get hurt in there. Have saved several kids from a serious accident already. Then you run them out of the Game Room and they run all over the school.

260. More and better personal counseling for students.

261. Students need more personal counseling available.

271. Financial Aids needs to provide more information on alternative sources for money to go to school.

272. Better financial aid counseling needed.

275. The Financial Aids' decisions on assistance to students should be reviewed and decided upon by a committee rather than just the Financial Aids Coordinator.

287. Design and implement system for better assuring availability of CWSP workers.

289. Financial aid checks late.

294. Better financial aid counseling needed.

295. Financial Aid counseling needs to provide more information.

296. More personal counseling for students should be available.

297. Personal counseling needed for students.

316. Are students being short changed (1) during emergencies, i.e., substitute faculty, (2) having adjuncts, and (3) having few tutors in certain areas.

Appendix D

Students

VIII. *Services to Extension and Evening Students* - *Expand on-campus service to extension centers (OASES, Garfield, Ellison Lib., etc.) and increase accessibility to faculty, advisors, instructors, administrators during evening hours.*

265. Evening students get short shrift when it comes to opportunities for student - instructor - administrator contact.

280. (Listed in II)

Appendix D

Students

IX. Tracking - *Need a system monitoring student progress toward their educational goals.*

278. *Develop an ongoing system for effectively tracking students. This should include both academic advisors and student development personnel.*

279. *There needs to be an ongoing analysis of student completion of courses by course categories differentiating between day-night, full-time faculty versus adjunct, etc.*

284. *(Listed in I)*

Appendix D

Students

X. Admissions and Registration - There is a need to evaluate and streamline admissions and registration procedures with the purpose of easing the admissions process and insuring prompt refunds.

266. Although I realize that the new on-line computer program has some really fine features internally, I feel that when applied to several areas of Community Service, redtape and general inconvenience to the student will take away many of the apparent advantages. I'm worried about the demands of the computer dictating our educational styles and ability to quickly and conveniently serve the student - in other words, "the tail wagging the dog."

267. A & R is just beyond belief. How could any area be run so poorly?

277. Extension of enrollment results in delays of refunds and financial aid checks.

290. (Listed in III)

307. Delay of refund and financial aid checks because of extended enrollment periods.

326. Develop a method of out-of-town students (and others, if possible) to register by mail, and then simply confirm registration the first class day.

Appendix D

Students

XI. Academic Advisement - The academic advisement program needs to be evaluated in terms of adequacy and effectiveness.

292. Lack of adequate academic advisement in some areas.

302. What is most effective academic advisement program?

Appendix D

Students

XII. Student Development Staff - Faculty Relations - Intensify interaction between Student Development and Instructional Affairs for cooperative efforts and mutual support in meeting students' needs.

298. Intensify interaction between Student Development and Instructional Affairs for cooperative efforts and mutual support in meeting student needs.

Appendix D

Students

XIII. Extracurricular - There is a need to address the status of extracurricular, academic programs such as debate, music, speech, drama, athletics, business (DECA and PBL clubs) as part of the long-range plan.

Appendix D

Instruction

I. *RAAR of Students* - Focus must be on retention of students by integrating other aspects such as: Recruitment, Advisement, Assessment, Developmental Studies, so that they positively impact retention.

176. Lack of receptiveness on instructor's part to receive specific feedback from students on difficulties the students are experiencing.

178. Promotion of new career programs to a greater degree to insure higher enrollment and to assure continuation and success for these programs.

179. Do not seem to refer disturbed students for help with emotional problems.

190. Concern for student success and efforts at helping students to improve self-image and self-confidence seem to be overshadowed by myriad other trappings which faculty & staff frequently use to avoid dealing with those important issues.

199. Availability of faculty to students (keeping posted office hours) on campus.

201. Retention of our students is a big concern.

204. Must look at completion rate comparisons between full-time and adjunct and IP and traditional may be significant in retention.

210. There is still concern about academic advisement.

219. Implement Human Affairs Lab to allow for individualized instruction and developmental study in areas such as Psychology, Government and History.

220. Continue emphasis on coordination, expansion, revision of Developmental Studies.

221. Need for a comprehensive curriculum for educationally deficient students.

222. What role Student Development should play in investigating a cognitive style mapping program.

223. Student retention.

224. What part do faculty want to play in academic advisement?

229. Improve student retention.

232. Student retention.

Appendix D

240. Developmental Studies Task Force recommendations must be implemented ASAP.

256. Strong intramural athletic program.

313. Still need a real and viable full spectrum of developmental studies offerings.

Appendix D

Instruction

II. Physical Learning Environment - Space, noise, electricity, equipment, light control, visual distraction, traffic, etc., plus AV usage.

203. Too much noise from special functions while classes are in session (student activities in the food service area).

207. Space & Noise - instructional areas are now so close together that good instruction is impossible because of sound problems. Instructors are finding themselves in "outshouting" matches. Build some walls.

208. Because of anticipated growth and anticipated lack of resources to expand the current physical facilities, it makes it imperative that we analyze our present space and its utilization for instruction. This should include possible alternatives for general purpose instructional space such as the construction of clustered instructional spaces using permanent wall partitions, apply additional acoustical treatment, and develop better control over the environment in the instructional areas; that is, light switching, openings away from traffic areas, etc.

209. Lack of ability to lower lights to use AV equipment in many areas, and due to space limitations, no place to move the class to in order to show films or slides.

216. Improve learning environment: Define guidelines for minimum criteria for instructional spaces (particularly general instructional space such as tab areas). Implement plan which raises all areas to at least these minimum criteria as rapidly as is realistically possible. The criteria should include the following:

(1) Location, size, height of chalkboard surfaces.
(2) Location, size, height and angle of projection surfaces.
(3) Location, accessibility, area definition of on/off light controls.
(4) Proximate distances tab areas using current panel design may be placed without undue sound intrusion.
(5) Location, accessibility of wall sockets.
(6) Square footage requirements per student necessary for effective instruction.
(7) Placement of panel openings which minimize visual distractions.
(8) Apply maximum sound control systems to telephones, typewriters, etc., within defined distances to general instructional space.

217. Improve learning environment by following additions to present space.

(1) Modify or add additional components to present panel system that will allow general instructional spaces to be created immediately adjacent to each other.
(2) Apply acoustical treatment to enclosed areas such as 1G5, 1F4, 1H5, 2(whatever) to absorb ricocheting sound to tolerable level.
(3) Add structured areas.

Appendix D

233. In general, the class areas are poorly designed with respect to:

(1) Noise
(2) Visual distractions
(3) Area temperature, etc.
(4) Chalkboard space
(5) Chalkboard placement with respect to the students' seats (in some class areas, it is impossible for all students to see the board, e.g. 1H6)
(6) Overhead projectors and screen placement
(7) Area lights (turning off and on)

234. The poor quality of instructional areas - especially high noise levels. I feel quite strongly that the problem with noisy classrooms is so acute that many students are getting turned off and have begun to drop out. I know I am getting pretty turned off by it.

235. Better classroom equipment.

236. Noise control.

237. Need for better equipped and designed classrooms with less noise and sight distractions.

238. Instructional areas need to be designed with instruction in mind not space convenience.

239. The instructional areas we currently have are poorly designed. The instructional areas should be enclosed, electricity should be provided, a list posted as to where the lights are, the light switches in the box should be marked correctly, some rooms should be designated as projection rooms, and if someone expects to use projectors a lot during the semester, they should be assigned to one of these rooms.

315. Quality of instructional areas.

Appendix D

Instruction

III. LRC - The size, location, loss and control of media as well as the time required for processing and production of material and off-campus services needs to be studied.

186. I am concerned that faculty buy learning resources which they hardly ever use, or hardly ever have students use.

194. Design and implement system of LRC services to instructional areas outside main building.

195. I am concerned that the LRC does not have enough personnel to service the instructional need of processing purchased materials.

196. More space and/or different location for LRC.

197. Determine specific loss rate of LRC materials, and if excessive, design and implement system to improve.

250. The LRC mess needs to be straightened out. It takes months to get simple media production on VTR accomplished and the quality is poor.

286. Provide students with more seating/study space in LRC.

44. Need for Media Distribution security to prevent loss of books and other materials.

53. Need for expansion of Learning Resources services, including increased space and speed of services to students and faculty.

Appendix D

Instruction

IV. Scheduling - Are we meeting the students' need and scheduling to produce the maximum credit hours?

191. Seek to increase afternoon enrollments, i.e., more utilization of current space.

192. Faster progress needed in developing (a) alternate learning tracks, (b) flexible scheduling, and (c) consistency in establishing a workload.

218. Need for significant expansion of amount and locations of off-campus credit.

225. Need to schedule more introductory courses during minor entry enrollment.

226. Scheduling: Need to schedule classes in afternoon MTWR.

227. Scheduling: (1) Afternoon classes (2) Community Services courses.

230. Need for a comprehensive schedule which allows students to meet graduation requirements.

254. Community Services courses hobby shop?

Appendix D

Instruction

V. Selection, Orientation, and Development of Faculty and Staff - Need for: 1) Inservice training; 2) Selecting training and supervising adjunct faculty; and 3) substitute faculty.

175. Faculty members (and staff) who are hired and then don't fit into our system. It would seem reasonable that those who could not adjust or don't believe in our type of system would not be hired.

180. Orientation of adjunct instructors to philosophies and goals of the college - Inconsistent perceptions between full-time and part-time instructors.

183. Still a lack of understanding of "M" grade among students, faculty, and staff.

185. Having been a student in two classes and having surveyed a number of learning packets, I have two suggestions: (1) Increase content in courses, and (2) Assist instructors in writing learning objectives that are "outcome" not "process" objectives.

189. Implement program of faculty development.

200. Must make effort to orientate new personnel to our instructional system.

202. There appears to be a decline in the amount of dedication to the competency based instruction as exhibited by professors in years past.

211. Some of college philosophy, grading system, etc., not adequately communicated to part-time instructors (even full-time instructors in a few cases).

241. Use of full-time quality of instruction for students. This would eliminate the problem of finding adjuncts who are qualified and good instructors. Some adjuncts are qualified but not any good as instructors - have even driven a few students away from the school due to their poor quality of instruction.

249. Teaching the mastery concept of education was a recommendation of the "M" committee. How has this been implemented?

314. Need more full-time rather than adjunct teachers.

164. Seemingly no thoughts of training aids.

Appendix D

Instruction

VI. Instructional Management Concerns - A need for: 1) continued evaluation of the faculty workload making revisions where necessary; 2) use of full-time faculty as adjuncts; and 3) review of sources of input from students in evaluation of instructors.

174. We never seem to get grade sheets or progress reports in time to be completed and returned by their due date.

192. (Listed in IV)

198. I am concerned about the Student Evaluation of Instruction which the college uses, but seemingly does not promote to students as a way in which they can voice their opinions. It is also past time to evaluate the instrument which is currently used.

202. (Listed in V)

231. Need to review other possible sources of student input into evaluation of instruction - other than SIR's, that is.

242. Use existing faculty as adjunct instructors if they desire. This would "beef" up the quality of evening instruction.

243. Being able to allow and give enough freedom of choice and direction in their work while they are wanting more rules, regulations, and directions.

244. Assessment or overview of faculty - PNI - Class. Performance evaluation during Fall, 1979.

245. Need to study, in detail, the faculty workload formula.

246. Workloads need to be reduced so that instructors have time during the week for preparation.

247. Need implementation of "new" workload formula - Concern: cross ties with performance. People at maximum are thrown into overload if deal with category #2 and #3.

248. Emphasis should be on quality, not quantity.

166. Too much instructor load.

167. Improvement of faculty workload formula as previously polled concerns have indicated.

168. No pay for "substitute" faculty workload formula as previously polled concerns have indicated.

162. Workload formula needs to be studied over a longer period of time; it should be scrutinized during the major portion of FY 1979.

Appendix D

Instruction

VII. Delivery Systems

1) Learning packets should be checked for:
   a) content and quality
   b) lack of use of learning packets.
2) Alternate learning tracts, more open labs.

184. Inaccurate information in learning packets causes many problems for students.

187. I am concerned that students in basic courses are having to try to learn more content than learning the tools and methods which will become increasingly more valuable as they move through education.

188. I am concerned for students enrolled in courses for which there are no learning packets or syllabi as well as for the students who buy learning packets that they hardly or never use.

192. (Listed in IV)

193. Implement more open labs.

212. Inaccurate information in learning packets causes many problems for students, especially in LRC.

213. Learning packets do not have enough information for students to identify materials in LRC (especially A-V).

251. Learning packages and course syllabi need general upgrading, particularly in the area of mastery learning concept.

253. Learning packets (cost, etc.).

42. Print both sides of paper.

293. High cost to students of textbooks plus large learning packets in some courses.

310. Enroll for partial credit option when a course is repeated due to failure to master part of the course.

317. Retention of learning.

324. Possibly attendance should be a little more "regimented."

325. Attendance.

Appendix D

Instruction

VIII. Implementation of Revised Grading System - Communicate to all groups in and outside of the college the new system.

181. Once and for all, settle the "Master" grading problem.

182. A decision needs to be finalized about the college's grading system.

205. Grading system - we must impact the public to communicate our strengths.

206. Need to settle the "M" conflict.

214. Implementing grading system revision should be a high, if not the high, priority for the entire college because of the enormous impact it will have on each accountability unit's responsibilities.

215. Grading Policy.

228. Settle grading policy.

252. Grading system.

Appendix D

CONCERNS DEALT WITH

1. No coke in food service.

21. Retitle "program manager" position to reflect the job as it exists.

26. Make a decision about intercollegiate athletics.

29. Ashtrays for food service.

Appendix D

CONCERNS REFERRED TO ADMINISTRATIVE SERVICES

2. The handrails out by the sidewalks and on the stairs are very large, fat varnished boards. If I ever fall, I hope what I grab for is not a 2" x 12" bridge board. These are very hard to grab hold of.

3. The elevator is too slow. Much too slow. I wonder if it would be feasible to speed it up a little.

80. Card system so only handicapped use elevator.

81. The entryway into the building needs to have rails so that in bad weather the risk of falling will not be so great.

82. A handrail needs to be installed at the east-door entrance (near Community Service Center) before someone falls on the ice, and breaks their back.

83. A handrail is needed in the entrance way by the southeast door of the college. It slants quite a lot, and in bad weather it is especially dangerous.

45. The evening student does not receive the same services as the day student, i.e., bookstore and food service close early.

30. Improve phone service.

78. Construction of a loading ramp.

34. Assessment and evaluation of evening services provided by college, including evening administrator.

Appendix D

CONCERNS REFERRED TO PLANNING AND DEVELOPMENT

9. Negligibile over results of recruitment of minorities in policymaking positions, EEOC has not met in over a year.

Appendix D

CONCERNS REFERRED TO INSTRUCTIONAL AFFAIRS

149. *Tax tables for adjunct personnel - monthly or semi-annual.*

Dean of Learning Resources

41. *Recycle or sell paper - terrific waste - newspaper and other may be a source of income, telephone books, etc.*

FAS Association

165. *So many of us spend added hours here, sometimes 10 or 12 hours in one day. Is there any space that could be set up as a "Faculty Lounge" with a couch, a few chairs, etc., so that we could "get away" for a few minutes and relax, put our feet up --*

Appendix D

CONCERNS REFERRED TO STUDENT DEVELOPMENT

25. *There seems to be some misunderstanding as to allowing CWS students to study while on the job (while being paid). We should pay for work and if there is no work, there should probably not be any pay.*

50. *Need for a comprehensive evaluation of staffing plan in Student Development.*

Appendix D

CONCERNS WHICH HAVE NOT BEEN USED

118. Multi-year contracts would be more favorable than yearly ones.

136. Workload formula for non-teaching professionals.

288. Refund checks late.

306. Need official recognition.

332. Grading system.

333. Since we are here to serve the students and community, I think that both groups should again be surveyed to obtain their reaction to our grading system.

APPENDIX E

GOAL STATEMENTS

Appendix E

GROUP A - GOAL STATEMENTS

I. The institution will focus on increasing student chances for success by each area setting goals drawn from the following operational statements.

A. Implementation of the grading system revision.

B. Intensify efforts toward student success by:

1. Defining, designing, and implementing measures of student success.

2. Developing support systems and services to increase students' chances for success.

C. Clarify the functions and roles of our present skills assessment program; define the cognitive skills and affective characteristics to be measured by an assessment program for 5,000 FTE; deliniate incremental steps for achievement; and initiate implementation.

D. Intensify efforts to improve building and facilities usage by monitoring the scheduling of courses to meet student needs and to maximize credit-hour generation, as well as to optimize facilities usage by special target groups.

E. Further develop and implement a coordinated plan to improve the effectiveness of recruitment activities so that involvement of all college personnel is encouraged in meeting the projected enrollments of 3,400 FTE.

F. Define guidelines for minimum criteria for instructional spaces (particularly general instructional space such as tab areas). Implement plan which raises all areas to at least these minimum criteria as rapidly as is realistically possible. The criteria should include the following:

1. Location, size, height of chalkboard surfaces.

2. Location, size, height and angle of projection surfaces.

3. Location, accessibility, area definition of on/off light controls.

4. Proximate distances tab areas using current panel design may be placed without undue sound intrusion.

5. Location, accessibility of wall sockets.

6. Square footage requirements per student necessary for effective instruction.

7. Placement of panel openings which minimize visual distractions.

8. Apply maximum sound control systems to telephones, typewriters, et cetera, within defined distances to general instructional space.

ADMINISTRATION & MANAGEMENT - IV from Appendix D

STUDENTS - I, II, III, IV, V, IX, XI, XII from Appendix D

INSTRUCTION - I, II, III, IV, V, VIII from Appendix D

II. The institution will improve operational effectiveness by:

A. Clarifying the functions and roles of our present organizational structure and define the ideal organizational structure for 5,000 FTE students, delineate incremental steps for its achievement, and initiate implementation.

B. Differentiating between and communicating the participatory responsibilities of college faculty and staff in long- and short-range planning and operational responsibilities assigned to various staff members.

C. Action should be taken on the following collegewide concerns:

1. The completion and implementation of the wage and salary plan with the provision for communication of the system.

2. Acting on the results from the existing staff development committee, develop, communicate, and implement a comprehensive staff development program.

3. Implement an employee's income protection plan to take care of long-term disabilities and illnesses after a person's sick leave is gone.

ADMINISTRATION & MANAGEMENT - I, II, III, V from Appendix D

INSTRUCTION - VI, VII from Appendix D

PERSONNEL WELFARE - I, II, III, IV, VIII from Appendix D

III. The institution will focus on increasing responsiveness to the community by setting goals related to the following:

A. Structuring a process to measure changing community needs.

B. Making campus expansion plans to enhance community involvement.

C. Developing plans to enhance the social and cultural life of the community.

Appendix E

Group A - Concerns Sent to Various Areas:

(1) Planning and Development - Personnel Welfare, V, VI, VII from Appendix D

(2) Administrative Services - Administration and Management - VII, VIII from Appendix D

(3) Student Development - Students, VI, VII, VIII, X, XIII from Appendix D

(4) President's Planning Council and Board - Administration & Management, VI from Appendix D

GROUP B - GOAL STATEMENTS

I. The marketing plan will be implemented with emphasis on assessment, advisement, and retention.

INSTRUCTION - I from Appendix D

STUDENT - I, II, IV, V, VII, IX, X, XI from Appendix D

II. Planning, goal setting, and the budget preparation process will be congruent with established goals of the Master Plan and expressed concerns within our capability of accomplishment.

ADMINISTRATION AND MANAGEMENT - I, III, V, VIII from Appendix D

STUDENTS - VIII from Appendix D

III. Scheduling of building will include wider input with emphasis on special target groups and times. Existing space will be evaluated for more efficient use and noise control as part of a long-range, space-use plan. (New buildings are included here.)

ADMINISTRATION AND MANAGEMENT - IV from Appendix D

INSTRUCTION - II, IV from Appendix D

STUDENTS - VI, XIII from Appendix D

IV. Instructional delivery systems, including the LRC, will be reviewed for consistency with the stated philosophy of the Master Plan.

INSTRUCTION - III, VII from Appendix D

V. Establish and implement a systematic staff development program for the professional growth of the individual which will benefit the college.

INSTRUCTION - V from Appendix D

PERSONNEL WELFARE - III, VII from Appendix D

STUDENT - XII from Appendix D

VI. The organizational structure will be examined and defined with emphasis on communication of existing functions and roles and the adequacy of the organizational structure in short- and long-range planning.

ADMINISTRATION - II from Appendix D

Group B - Concerns Sent to Various Areas:

(1) Assistant to the President and Instructional Affairs - Nos. 332 and 333 from Appendix C and Instruction, VII and Students, III from Appendix D

(2) President's Planning Council and the Board - No. 306 from Appendix C and Administration and Management, VI from Appendix D

(3) Administrative Services - No. 288 from Appendix C and Administration and Management, VII from Appendix D

(4) Planning and Development - Nos. 118 and 136 from Appendix C and Personnel Welfare, I, II, IV, V, VI, VIII and Instruction, VI from Appendix D

APPENDIX F

SOCJC INSTITUTIONAL GOALS FOR 1978-79

Appendix F

SOCJC INSTITUTIONAL GOALS FOR 1978-79

GOAL I - STUDENTS' SUCCESS

Institutional goal I for 1978-79 relates directly to the functions and philosophy of the college as found on page four of the Master Plan. The institution will focus on increasing students' chances for success through goals set by each area directed toward the institution's ability to carry out its functions and philosophy.

A. PLANNING AND DEVELOPMENT

1. Define, design, and implement measures of students' success.
2. Structure a process to measure changing community needs.

B. INSTRUCTIONAL AFFAIRS

1. Implement the new grading system.
2. Further refine and continue the Developmental Studies Program.
3. Improve student retention and its measurement by considering course completion, program completion, and academic advisement.
4. Evaluate course scheduling to more effectively meet the needs of students in their enrollment process.

C. STUDENT DEVELOPMENT

1. Implement the proposed assessment program and clarify the function and role that it is to perform.
2. Student orientation program. Work towards evaluating its effectiveness in order to improve it.
3. Develop and implement a coordinated plan to improve the effectiveness of recruitment activities.
4. Develop a systems approach to advising first-time and undecided students until they may be assigned to a faculty advisor.

D. ADMINISTRATIVE SERVICES

1. Develop support systems and services to increase students' chances for success which would include improvement of the computer system in aiding the institution to effectively collect, gather, and evaluate data concerning students' success.
2. Enhance, by a shorter turnaround time during the enrollment process, the ability to open and close sections to more adequately meet the needs of students who are unable to enroll in the courses of their choice.

E. COMMUNITY RELATIONS

1. Assure that all information brochures and advertising to all media contain a means to aid the reader or viewer to understand the opportunity for students' success at the institution.

Appendix F

GOAL II - PHYSICAL FACILITIES AND SPACE

Institutional goal II for 1978-79 concerns planning, developing, and more adequate and proper use of facilities.

A. Complete, remodel, and occupy Garfield Elementary School for 1978-79 academic year.

B. Plan, design, and go out for bids for Phase II, Stage B of the new technical facilities wing, as delineated in the Master Plan on page 37--total project cost $550,000--completion for occupancy by summer of 1979.

C. Investigate reassessment and evaluation of possible additional student union space in relationship to master planning for occupancy in the fall of 1979.

D. Evaluate all current space for better scheduling and appropriate use.

E. Design and experiment with additional classroom space and develop the possibility of certain new prototype classroom space to be used in open space.

Appendix F

GOAL III - IMPLEMENTATION AND REEVALUATION OF PREVIOUS STUDIES

Due to the rapid growth and maturity of the institution, a number of studies and recommendations have been made concerning a multitude of subjects during the last three years. Goal III will be to evaluate or improve upon those studies and recommendations which are:

A. Possible name change for the college and expansion of additional servicing area or district.

B. Faculty/staff wage and salary plan.

C. Improvement of method by which individuals may be given placement within the wage and salary plan.

D. A Due Process procedure.

E. Recommendation concerning the initiation of an intercollegiate athletic program.

F. LRC-Instructional delivery system will be reviewed for consistency with the stated philosophy of the Master Plan.

G. Continued development of an adequate Community Service program to meet the needs of the community.

H. Reorganization of the Pioneer to improve the quality of the college paper.

I. Review and implement the new Student Government Constitution with a major emphasis upon student involvement.

J. Establishment and implementation of a systematic staff development program for the professional growth of the individual.

K. Reassessment of the organizational structure.

GOAL IV - BUDGET PLANNING

Planning, goal setting, and the budget preparation process will be congruent with established goals of the Master Plan and expressed concerns within our capability of accomplishment.

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